Tollesbury School

Special Educational Needs Information Report March 2026

Our school believes that all children should be able to make the best possible progress at school. We are committed to ensuring that where possible the necessary provision is made for any child who has Special Educational Needs and Disabilities. We support children with SEND to be included in all aspects of school life.

How will children with SEND be identified and what sort of assessments will be completed?

- Baseline tests – reading ages / spelling ages
- Teacher/SENCO identification through observation and professional instinct
- Parent information and concerns
- Tracking progress through intervention groups
- Speech and language screen
- Early Years baseline
- English and Maths assessments
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language

What arrangements are there for consulting parents of children with SEND and the children themselves? How will the parents be involved in their child's education?

We encourage parents to share their views with us and these could be obtained through:

- Termly review meetings and annual reviews for children with an EHC plan
- Open door policy with class teachers/SENCO/Headteacher
- Home/school books
- Emails/telephone calls
- Informal chats
- Summary of Support

All this information helps inform children's progress towards their individual outcomes. In addition to this we may also include observations and information/reports from outside agencies i.e. Educational Psychologists, Speech Therapists, Inclusion partners etc….

What do we do to support children as they move through phases of education and prepare for adulthood?

- New class visits
- Individual passports to next phase/class
- Meetings with new staff, the child and their family

How do we approach teaching children with SEND and how do we make adaptations to the curriculum and learning environment to accommodate them?

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' [Code of Practice; June 2014: 6.36]

In our school we aim to make any reasonable adjust for children with SEND. The school follows a graduated approach linked to an assess, plan, do, review cycle. Relevant research-based intervention programmes linked with Essex provision guidance may be used. 1:1 support at school if deemed appropriate may be required. Response to and provision for recommendations from specialist outside agencies will be put in place.

What expertise and training of staff to support children with SEND is available? How is this secured? How is it evaluated?

- All staff have received some training relating to SEN from our SENCO
- Advice is sought from outside agencies such as Educational Psychologists and Speech therapists
- The SENCO attends regular update meetings and specific training as and when available
- All staff will receive specialist training when required and available
- Termly meetings with parents and children on what's working or not working so well
- Children's individual progress is closely tracked and monitored by the class teacher, SENCO and Head Teacher
- Termly reviews and annual reviews where appropriate

How are children with SEND enabled to engage in activities available with children who do not have SEND?

- General inclusion in activities with any reasonable adjusts made
- After school clubs
- Social skills groups
- School residential in Year six
- Adult or peer support as necessary to help children access all areas of the curriculum or their own bespoke curriculum
- They are encouraged with all other children to stand for the School Council

What support is there for improving emotional and social development?

- Home/school liaison TA
- Pastoral support TA
- Pupil surveys
- Enrichment days
- School council
- Personal, Social, Health Education [PSHE]
- E-safety
- Anti-Bullying policy

How does the school involve other bodies, including health and social care, Local authority support services and voluntary organisations, in meeting children's SEND needs and supporting their families?

The school and its staff facilitate Team Around the Child/Team Around the Family meetings. We operate an open door policy. Referrals are made in partnership with the family to outside agencies including Paediatricians. In addition to this, where possible, the SENDCO will signpost families to voluntary organisations who may be able to offer further support and guidance.

Arrangements for handling complaints from parents and children with SEND about the provision made at the school?

Please refer to the school complaints procedure

Summary and further information:

Senco: Miss E Healy: healy@tollesbury.essex.sch.uk

Please refer to Essex local offer at:

http://www.essexlocaloffer.org.uk/